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ABSTRACT

This module on sex bias and work, the last in a series of three volumes of sex-fair career guidance activities, deals with choosing occupations and life roles. Addressed in the module are 16 learning activities that cover many of the sex-bias-related obstacles, both attitudinal and occupational, that students will be facing upon entering the world of work. Specific topics covered in the learning activities include finding a job, using personal data sheets, filling out a job application, participating in job interviews, career counseling, personal development, worker alienation, getting fired, unions, and homemaking as a career. Each activity contains a concept, a description of the activity, an overall goal, a list of needed materials, instructions for conducting the activity, discussion topics, outcome objectives, and suggestions for follow-up and alternative activities. (MN)

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CHOOSING OCCUPATIONS AND LIFE ROLES

MODULE 3

SEX BIAS AND WORK

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Charleston, West Virginia

U.S. DEPARTMENT OF EDUCATION
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*For an explanation of categories, see the Teacher's Handbook, page 7.

INTRODUCTION

To the Instructor: The Teacher's Handbook for Choosing Occupations and Life Roles is an essential adjunct to this module. The handbook provides a solid base of instruction for offering the activities in each of the three modules in this series.

Module 3 may, of course, be used independently. Sex-biased occupational discrimination and conditioning that perpetuate limited career choices are problems that most students recognize as existing. The practical strategies and techniques for overcoming these obstacles will be important information for students to have and to practice in class.

Launching into Sex Bias and Work without previous activities from Modules 1 and 2 does not lessen the opportunities it affords students to practice recognition of career barriers that exist, to work out their own conditioning, and to deal with those circumstances (through role plays, particularly) that they are likely to find in career counseling and in the employment arena.

Module 3 is arranged in a format that is typical for each activity. It is suggested that you peruse each of the activities to learn how it is set up and what prerequisites are required, and familiarize yourself with its contents before you proceed with the activities themselves.

If you have completed Modules 1 and 2 previously, you have given your students an opportunity to explore in depth their own attitudes and perceptions about sex-role expectations and their potentially limiting effects on students' occupational choices. Also, you have helped each student to assess his or her individual interests, abilities, and adaptive skills as partial preparation for career decisions and choices.

Up to now you have been concerned mainly with increasing the awareness of students and expanding their base of information. Since you would not want to forfeit hard-won developmental gains with your students at this point, with Module 3 you will be giving students the opportunity to use and build upon what they have learned. Once students leave school, you will not be present to continue to enhance their personal development. Therefore, it is important that you attempt to take matters one step further by preparing them now for the kinds of obstacles, both attitudinal and occupational, they will be facing upon entering the world of work. The activities in this module are intended to help you do that.

Edwin Herbert Land, the inventor of the Polaroid® Land Camera, once wrote a short article on problem solving in which he stated the simple premise that in order to solve a problem, one has first to be able to define it.*

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*Edwin H. Land, "If You Are Able to State a Problem, It Can Be Solved," interview, edited by S. Callahan. Life 73 (October 27, 1972):48.

Defining a problem is not always an easy task; it requires the individual's ability to recognize the essence of the problem. For example, two people who apparently are arguing over a lost grocery list may really be arguing over the nature of their relationship with one another. If they are to reach any kind of healthy agreement, sooner or later they will have to ask, "Are we really fighting over a lost list, or are we actually fighting over our ability to adjust to each other's behaviors?" The same holds true for the problem of sex-biased role perceptions and their effects on individual career growth. A female who applies for a job and is turned down because, the employer states, a male who is also able to do the work has applied and "There is less risk in hiring him because he won't quit to have babies," may think that the problem is her own potential for bearing a child. Yet the real problem, of course, is sex-biased role perceptions and stereotypic behaviors that affect an individual's occupational choice.

The activities in this module try to help students recognize the problem of sex-biased role perceptions. The activities suggest techniques and strategies for helping students fulfill themselves in the area of career development by showing them how to be what they want to be, rather than what someone else thinks they should be. When you have used the materials in Module 3, your students should have gained the following:

1. Recognition that most people work and that, upon graduating, students themselves will probably be entering the world of work directly or beginning some kind of postsecondary preparation to do so.

2. Recognition that sex-biased role perceptions do exist, both in the world of work and in the institutions (colleges, universities, business colleges, training programs) that prepare people for the world of work.

3. Recognition that it is first necessary to identify sex-biased attitudes and behaviors before a person can deal with them effectively, and that there is a variety of techniques for people to use to correct sex-biased behaviors in the workplace.

4. Recognition that sex discrimination based upon sex-biased attitudes can occur, and that actual job discrimination based upon sex is illegal.

5. Recognition that there is a difference between sex-biased behaviors in the workplace and actual discriminatory acts based upon sex-biased attitudes.

6. Recognition that there are legal steps a person can take when she or he believes that discrimination based on sex has occurred.

The Teacher's Handbook contains specific material pertinent to the teaching of each module. It is suggested that you review the material for Module 3 before proceeding with the activities.

ACTIVITY 1

Concept

There are federal and state labor laws that may or may not affect the individual worker, depending on the worker's particular situation.

Description of Activity

Over two days, students will first explore and discuss state and federal labor laws and then will respond to three situations with either a solution or an alternative.

Overall Goal

The students will be able to determine how labor laws will or will not affect them.

Materials Needed

Copies of summaries of state and federal labor laws (see instructions below); copies of "Finding a Job" (situation follows); chalkboard and chalk.

Instructions for Conducting the Activity

This will be a two-day activity. Prepare for it by obtaining from federal and state agencies lists and summaries of labor legislation.*

*See the Teacher's Handbook for a summary of labor laws and a list of agencies to contact in your area.

First Day: Exploration and Discussion of State and Federal Labor Laws

1. Hand out copies of the summaries of state and federal labor laws to the students. On the chalkboard make a list of those laws. Then, using the list on the board and the written summaries, discuss with the students what each law means and how it would apply to them as employees.

2. Explore with the students which of the laws are of the most importance to them and which are of the least importance to them, and how they may or may not benefit from those laws.

Second Day: Response to "Finding a Job"

1. Divide the class into four groups and hand out a copy of "Finding a Job" to each group.

2. Have each group select one of the four results (option A, B, C, or D) to respond to. The option selected should be different for each group. Tell students to select a group leader for discussion within the group of the situation and of their particular option.

3. Now have each group focus on the following points and report to the class the results of its discussion:

   a. What do Misty and J. D. do? What are their alternatives?

   b. What labor law has been violated?

   c. For option A, B, or C, what can Misty do to rectify the situation? What federal and state agencies can she contact for help?

   d. For option D, what can J. D. do to rectify the situation? What federal and state agencies can he contact for help?

4. Either lead separate class discussions after each group responds, or lead one class discussion after all four groups have responded. Keep track of the responses on the chalkboard, and use those notations as focus points for the class discussion(s).

Outcome Objectives

Short-term behavioral objective:

- The students will be able to identify and list federal and state labor laws and determine how these laws will or will not affect them.

Long-term attitudinal objective:

- The students will be aware of labor laws affecting them and how these laws will or will not be of benefit to them.

Suggestions for Follow-Up/Variations

1. Have students research through the school library and/or public library why and how labor laws were established.

2. Have students visit or otherwise contact state and federal agencies in order to research state and federal labor laws.

FINDING A JOB

Instructions: Read the following situation and choose one of the options (A, B, C, or D) to respond to.

Misty and J. D. were recently married and each is now looking for a job. They are both electronic technicians and have applied at a local utility company for two vacancies for which they are both qualified. After they have been interviewed separately for the jobs, the result is:

A. J. D. gets the job at the utility company. However, the company has an antinepotism policy (that is, they will not hire members of the same family), so there is no job for Misty.

B. J. D. gets the job at the utility company, but Misty doesn't because the company "already has a woman electronic technician." However, they are impressed with Misty's employment record, so they offer to hire her as a receptionist--a position with no opportunity for advancement.

C. Misty gets the job even though J. D. is better qualified for it, because the utility company "needs a woman" to fulfill their affirmative action quota.

D. They are both hired, but J. D. is hired at a salary higher than Misty's, even though each of them will be doing the same work.

The Personal Data Sheet

ACTIVITY 2

Concept

When one requests a personal interview, it is an extra advantage to an individual to give a prospective employer additional information usually not included in a letter of application.

Description of Activity

Students will first be introduced to the proper way of compiling a personal data sheet (résumé) and then will write their own personal data sheets.

Overall Goal

The student will be able to offer a potential employer a correctly written personal data sheet and will understand the advantages of doing so.

Materials Needed

Chalkboard and chalk; overhead projector and transparency of "Sample Personal Data Sheet" (sample follows).

Instructions for Conducting the Activity

1. Using the overhead projector, show students a transparency of the "Sample Personal Data Sheet," introducing students to the sheet and telling them it is also known as a résumé. Point out that it will be to their advantage to give a prospective employer additional information beyond that which is usually included in a letter of application. Such information should include the following:

a. Personal information--name, address, and phone number.

b. Education--highest school grade completed, year of graduation and degree obtained, and (optionally) courses taken in school relevant to the job being applied for.

c. Skills--any special or technical skills (typing, shorthand, computer programming, adding machines, calculators) or abilities (mechanical ability, ability to work with one's hands) or interpersonal skills ("good with people," "work well with others").

d. Experience, if any--part-time jobs, on-the-job vocational training, etc.

e. Outside interests and hobbies--especially if such activities are related to the job being applied for.

f. References--names and addresses of those who will be able most favorably and fairly to verify your education, skills, and experience.

2. Now instruct students to compile their own personal data sheets, using the sample as a model. Remind them that if they think they have no salable skills and/or little or no work experience, they should indicate the personal assets they possess, such as showing responsibility and dependability at home and/or school.

Outcome Objectives

Short-term behavioral objective:

- The student will be able to compile a personal data sheet correctly.

Long-term attitudinal objective:

- The student will be aware of the advantages of offering a correctly written personal data sheet to a prospective employer when the student is applying for employment in a specific situation.

Suggestions for Follow-Up/Variations

1. Students could devise their own format for an effective personal data sheet.

2. Students could role play an interview situation in which (a) one person is interviewed but has not provided a personal data sheet for extra information, and (b) another person is interviewed and has provided a personal data sheet, which the potential employer is using to ask questions in the course of the interview.

SAMPLE PERSONAL DATA SHEET

Personal Information

Name: Pat Brown

Address: 111 Smith Street, Newtown, Ohio 67772

Phone Number: (216) 566-9271

Education: Thomas Jefferson High School, Newtown, Ohio; diploma, June 1981

Lincoln Junior High School, Newtown, Ohio

Washington Grade School, Newtown, Ohio

School activities: Member, National Honor Society
Layout staff, high school yearbook
Member, Science Club
Member, Future Business Leaders of America

Skills: Typing speed: 45 words per minute
Can use adding machine
Can do paste-up for newscopy

Experience: Worked one summer filling orders for grocery store
Worked one summer in newspaper office doing general office work

Outside Interests and Hobbies: Swimming, reading, model building, carving, sewing, and maintaining an aquarium

References: Mr. John Jones, Jones Grocery Store, Newtown, Ohio
Daily Express, Newtown, Ohio; Attention: Ms. Theresa Wright, Personnel Department
Reverend Joan Green, Minister, Newtown Council of Churches
Ms. Joyce Jacobs, YWCA Director, Newtown, Ohio

filling out an application

ACTIVITY 3

Concept

There are correct and appropriate ways to complete an employment application form in specific situations. Because an application form is usually an employer's first introduction to and impression of the job seeker, filling out the application correctly is important.

Description of Activity

Students will become familiar with employment application forms by actually filling out a number of forms from several local companies or agencies.

Overall Goal

The student will learn how to determine and identify methods of providing the correct information on an employment application form in a specific situation.

Materials Needed*

Copies of employment application forms from several local firms or agencies; overhead projector and transparencies of one or more of those application forms; chalkboard and chalk; pens.

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*You will need to prepare for this activity by obtaining from local companies or agencies copies of employment application forms. Get enough copies so that each student can practice filling out a form and so that you can display one (or more) as an overhead transparency.

Instructions for Conducting the Activity

1. Introduce students to the job application form by using the overhead projector and transparencies of one or more of the application forms as sample(s).

2. Read to students the following list of suggestions when you are explaining the information requested by or needed for the application form. As you read the suggestions, use the overhead transparency to point out the relevant sections on the sample application form.

   a. Fill out the application form in ink or, when possible, use a typewriter.

   b. Answer every question that applies to you. If a question does not apply, write "NA" (Not Applicable) or draw a line through the space to show that the question has not been overlooked.

   c. Use your correct full name--first name, middle initial, and last name--not a nickname.

   d. Give your complete address, which should include number and street, city, state, and zip code; give your area code and telephone number, too, when requested.

   e. There are certain questions that should not appear on an employment application form, and legally you do not have to answer them. The following are a few questions that you do not have to answer; at the same time, you may feel free to do so if you wish.

      (1) What is your age?

      (2) What is your date of birth?

      (3) Do you have children? If so, how many?

      (4) What is your race?

      (5) What church do you attend?

      (6) Have you ever been arrested?

      (7) Who lives in your household?

      (8) Do you plan to start a family in the near future?

      (9) Do you rent or own your own home?

      (10) What is your marital status?

   f. "Place of birth" means the city and state where you were born, not the hospital.

   g. "Job preference," "Job for which you are applying," or "Position desired" should be answered by filling in a specific job title (if known) or type of work. Do not write "Anything."

h. Try not to pinpoint a specific amount for "Salary expected"; it may be too high or too low. Giving a salary range is more appropriate.

i. Recall all schools attended, dates of attendance, school subjects (major), and diplomas or degrees obtained. (It is a good idea to write down all this information prior to applying for a job.)

j. Be prepared to list all past employment, giving dates of employment, name and address of employer, job title, major duties, wages, and reasons for leaving. This includes both part-time and full-time employment. (Again, it is helpful to write down all this information before you apply for a job.)

k. Be prepared to list several (usually three) good references. You will need to obtain prior permission from those you list as references. Good references include a former employer, a teacher who knows you well, and friends who are established in business.

l. Make no spelling errors and be as neat as possible, since the application form will serve as an example of your work.

3. Now post on the chalkboard key words from the preceding list of suggestions so that students can refer to them as needed. Then distribute to each student one of the application forms you have obtained from local employers. Stress to students that although employment application forms may vary in appearance, most require the same basic information.

4. Finally, ask students to complete the form, and discuss any questions they may have about filling it out. (As an alternative, you might wish to have students complete the form at home.)

Outcome Objectives

Short-term behavioral objective:

- The student will be able to fill out and complete several sample employment application forms correctly.

Long-term attitudinal objective:

- When they actually fill out job applications, students will recognize the importance of carefully and correctly stating the information needed.

Suggestions for Follow-Up/Variations

1. After discussing the application form and reviewing the list of suggestions, students could obtain and fill out an application form from the school personnel office.

2. Students could obtain copies of different kinds of application forms from several local employment agencies and fill them out.

ACTIVITY 4

Concept

There are certain behaviors that are appropriate before, during, and after a job interview.

Description of Activity

After being introduced to and becoming familiar with the term interview, the student, in a soliloquy, will present his or her "case"--why he or she is the best candidate for a managerial position--to an interviewer.

Overall Goal

The students will be able to determine and identify behaviors that are appropriate before, during, and after a job interview.

Materials Needed

Chalkboard and chalk; copies of "The Job Interview" (role play follows); copies of "Applicant Rating Form" (rating form follows).

Instructions for Conducting the Activity*

This is a two-part activity, consisting of an introductory discussion and

*Sections of this activity have been adapted from Grady Kimbell and Ben S. Vineyard, Succeeding in the World of Work (Bloomington, Ill.: McKnight Publishing Company © 1970); and Activities for Succeeding in the World of Work (Bloomington, Ill.: McKnight Publishing Company © 1972). Special permission has been given by McKnight Publishing Company to use the material.

a role play. Try to limit the introductory discussion to 15 minutes, to allow time for all groups to conduct and then discuss their role plays. If time is still limited, you could either keep the role playing to just two groups or, depending on students' interest and enthusiasm, complete the role playing on the following day.

Introducing the Activity: The Interview

Before handing out copies of the role play to the students, introduce the class to the term interview, and go over the following points:

1. The first contact with an employer may be not only by application, but also by personal interview. In almost every case, an interview will take place before an applicant is hired.

2. During the interview, the prospective employer will want to know about the applicant's education and work experience, why the applicant is interested in a particular position at that company or agency, why the applicant believes that she or he is the best candidate to fill the position, and what future career plans the applicant may have.

3. During the interview, the prospective employer will observe the applicant's appearance and behavior. Since the employer's first impression will be based on how the applicant looks and behaves, applicants will find it helpful to follow these guidelines:

   a. Dress in a fairly conservative manner, not faddishly. Clothes need not be expensive but should be clean and unwrinkled.

   b. Go alone to the interview; if possible, arrive five minutes early.

   c. If you introduce yourself to the employer (instead of the other way around), do so simply by stating your name and the position you are applying for. Speak clearly and loudly; smile and be friendly. If the interviewer offers his or her hand, shake it firmly. Stand until the interviewer asks you to sit.

   d. During the interview, show that you are interested in the company.

   e. When the interview ends, thank the interviewer and leave. If the position is not offered to you at once, you may ask whether you will be called or if you may call back within a few days for the employer's decision.

4. It is normal for almost everyone to be a little nervous the first few times she or he applies for a job and is interviewed. This nervousness is based mainly on inexperience and unfamiliar surroundings. In almost every company or agency to which a person applies,

the environment will be unfamiliar, and not much can be done to prepare for that, but applicants can and should become familiar with interviewing situations and thus be more at ease during interviews.

5. From the interview, the prospective employer will estimate how the applicant would perform for and fit into the company or agency. It is often during the interview that an employer decides whether or not the applicant will be hired.

Conducting the Role Play

Now that students have been introduced to the job interview, hand out copies of the role play.

1. Discuss the role play with the class, making sure that the students understand the term soliloquy.

2. Divide the class into groups of eight to twelve persons each, and have each group select a leader for discussion of the role play within the group. Ask the groups to decide how they will approach the role play, who will play the roles (the actors), and how they will play the roles.

3. Distribute copies of the Applicant Rating Form and instruct students to fill one out following each role play.

4. Now have the groups take turns performing their interpretations of the role play while the rest of the students watch. After each interpretation, lead a class discussion that focuses on the applicant's attitudes and behavior during the interview, i.e., how each applicant has presented his or her "case" to the interviewer. Address the following points:

   a. How did the applicant behave? Did she or he behave appropriately?

   b. What, if anything, went wrong? Why or why not?

   c. What could the applicant have done to make a better impression on the interviewer?

   d. Do you think the applicant should be hired? Why or why not? What comments and recommendations did you note on the Applicant Rating Form?

Outcome Objectives

Short-term behavioral objective:

- The students will be able to list and discuss behaviors that are appropriate before, during, and after a job interview.

Long-term attitudinal objective:

- The student will be aware of behaviors that are appropriate before, during, and after a job interview.

Suggestions for Follow-Up/Variations

Ann is scheduled for the job interview first and is told that she has to wait for a decision until John has had his interview. After John's interview is over, Ann is informed that John was chosen for the position.

Imagine that you are Ann, knowing that you've had more experience than John. What is your reaction to the decision? What can you do about it? How would you appeal the decision?

THE JOB INTERVIEW

Both Ann and John have been highly successful for the past two years as salespersons for an encyclopedia company. A position as Sales Manager, for which both are qualified but for which Ann has more experience, has been announced. An interview in which each states why she or he is the best candidate for the position is required.

Imagine that you are either Ann or John and, in a soliloquy, tell how you would present your "case" to the interviewer.

APPLICANT RATING FORM

Applicant_____

	Excellent	Above Average	Average	Below Average
1. Appearance	_____	_____	_____	_____
2. Maturity	_____	_____	_____	_____
3. Anticipated competence (based on education and experience)	_____	_____	_____	_____
4. Interest	_____	_____	_____	_____
5. Attitude	_____	_____	_____	_____

Comments_____

_____

_____

_____

Recommendations:

1. _____ Hire

2. _____ Do not hire (reason)_____

_____

3. _____ No interest; suggest interview with _____

4. _____ Other (specify)_____

_____

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the breadwinner blues

ACTIVITY 5

Concept

In our society, the primary role of the male is as "breadwinner." A boy receives more pressure and advice than a girl does to choose the "right" occupation: one that is not "feminine" (e.g., nursing, elementary school teaching, secretarial work); one for which the earnings are high; and one in which he will be "the boss." Once employed, the man may find that his role as sole or primary provider prevents him from changing his occupation, even though he may be unhappy with, or unsuited for, that occupation. Typecasting the male in the one-dimensional role of breadwinner can lead to "career lock-in" and contribute to worker discontent.

Description of Activity

Through examining and discussing case studies, students will be shown how males in our society can become locked into careers by living up to their societal role as sole or primary providers.

Overall Goal

Students will understand one way in which male options can be limited by sex-role stereotyping.

Materials Needed

Copies of "The Breadwinner Blues," Case Studies A, B, and C (case studies follow); copies of "Questions about the Case Studies" (questions follow).

Instructions for Conducting the Activity

Prior to and During the Activity

As an introduction to this activity, prepare opening remarks suggesting that the activity will give students an opportunity to look at the way sex-role stereotyping may handicap and limit males in their career choices.

1. Divide the class into three groups. Give each group copies of one of the three case studies, and each student a copy of "Questions about the Case Studies."

2. Appoint a leader in each group to report back to the class as a whole.

3. Now ask the groups to read their case study and reach a consensus on the answers to the questions. (Allow about 20 minutes for this part of the activity.)

Following the Activity

When the groups have finished their discussions, assemble the entire class.

1. Read, or have each group leader read, the case studies aloud.

2. Ask each group leader to report his or her group's answers to the questions. (Be alert to group dynamics as the students arrive at a consensus.)

3. Invite class discussion of each case study and each group's answers to the questions.

Outcome Objectives

Short-term behavioral objectives:

- Students will recognize that adult males in our society are defined primarily by their role as breadwinners, and that females are not seen as primary wage earners.

- Students will recognize that society's expectations and pressures can work to keep people--especially men--locked into unsuitable careers and that being locked into a career can contribute to worker discontent.

Long-term attitudinal objectives:

- Students will be better able to choose creative solutions to career problems in their own lives.

- Students will be better able to make career decisions based on real interests and abilities rather than on society's expectations.

Suggestions for Follow-Up/Variations

1. Have students role play one or more of the case studies.

2. Ask students to give examples of persons they know who may be locked into a job because of society's expectations of appropriate male or female roles.

THE BREADWINNER BLUES

Case Study A

You are a 20-year-old man. You have just completed military service, in which you served as an emergency medical technician at a U.S. Air Force hospital. You performed so well that two doctors have offered to help you enter and complete medical school.

Your real interests, however, lie in the area of art. You have taken many art courses and have earned enough money selling your finished pieces of jewelry, weaving, pottery, and sculpture to convince you that you could earn a living as an artist. You want to use your savings to buy a house large enough to accommodate a studio or shop in which you could work full-time as an artist.

Your fiancée is furious. She thinks that giving up the earnings and social status accorded to doctors is insane. Even though she loathes her own job as a math teacher, she is willing to work until you complete medical school. She says that if you decide against going to medical school, she will break the engagement.

THE BREADWINNER BLUES

Case Study B

You are a 30-year-old man who has worked in a chemical plant since graduating from high school. Because the pay is barely adequate for supporting your wife and three children, you often work overtime and occasionally moonlight as a TV repairer. Without a college degree, you cannot advance in your job. You have the interest and the ability to earn a degree in chemical engineering, which would guarantee you a "dream job" with your company, but you do not have the money to go to college. Your wife has always been a full-time homemaker and has no marketable job skills. To put it bluntly, you feel trapped by your job and by your obligation to support your family.

THE BREADWINNER BLUES

Case Study C

You are a 45-year-old man who has been working as a school superintendent in a small city for the past two years. Before that, you taught history at a high school. Although you were bored with teaching history, your job as school superintendent is not satisfying to you either, because you miss the daily contact with students. Perhaps because you are the oldest of a family of six children, you have always enjoyed working with small children. Even though it would mean a cut in salary, what you really want to do is become a kindergarten teacher because you believe that children's early school years are important.

Your wife is an elementary school teacher in a larger community nearby. You have been offered a job teaching kindergarten in a local school, but your wife feels you should not take the position since she has two small children from a previous marriage and they would be in your kindergarten class. She wants you to stay in your present position.

QUESTIONS ABOUT THE CASE STUDIES

1. What seems to be the most important male role depicted in this particular case study?

_____ father
_____ husband
_____ fiancé
_____ wage earner
_____ problem solver
_____ dependent/consumer
_____ other _____

2. What seems to be the most important female role?

_____ mother
_____ wife
_____ fiancée
_____ wage earner
_____ problem solver
_____ dependent/consumer
_____ other _____

3. What social pressures are at work to keep the man "locked in" to a particular job?

_____ _____
_____ _____
_____ _____

4. How will the man feel if he stays in the job with which he is discontent?

_____
_____

5. Could a full-time homemaker feel "locked in" to a domestic life-style?

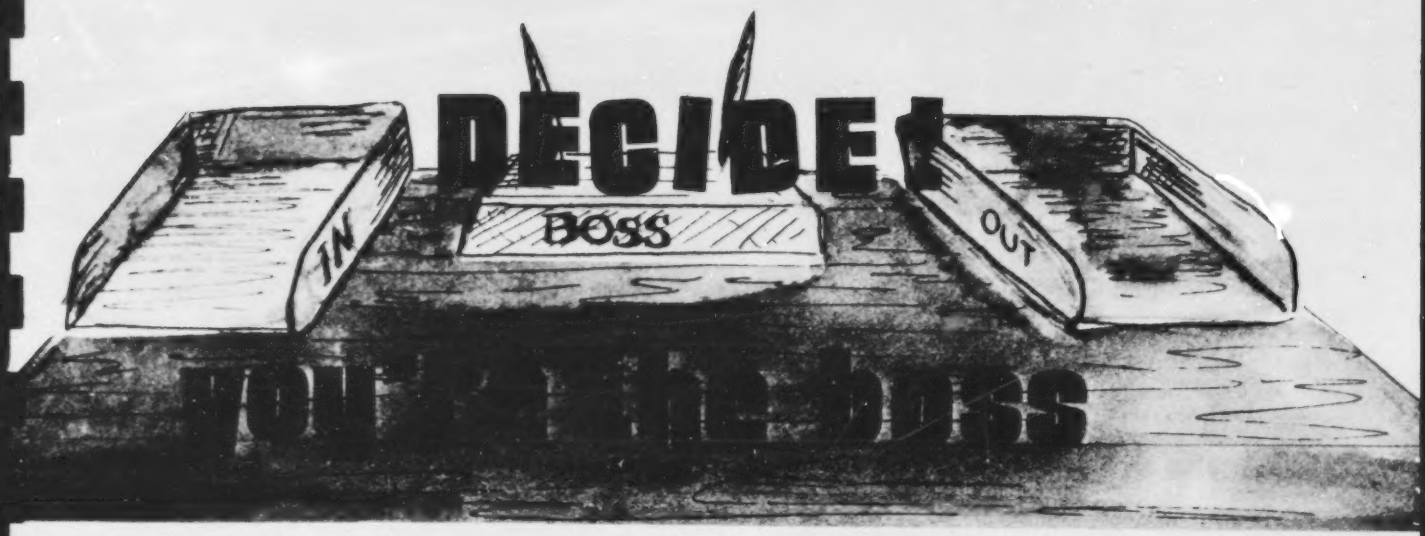
_____
_____

6. List three ways in which males and females can avoid "career lock-in."

_____
_____
_____

7. What solutions would you offer for the problem presented here (how would you finish this story)?

8. Using "hindsight," tell how this situation might have been avoided.



ACTIVITY 6

Concept

Criteria for job advancement are not always the same for women and men. The man's traditional role as breadwinner and the woman's as wife and mother have caused employers to make different kinds of personnel and policy decisions with regard to males and females.

Description of Activity

Students will participate in an exercise designed as a watch-it-happen demonstration of how differently we view men and women in the world of work, and how this limited view can affect an individual's job advancement possibilities.

Overall Goal

Students will become aware of the effects that sex-role stereotyping can have on an individual's career advancement.

Materials Needed

Copies of "In-Basket Exercises," Forms A and B (sets of exercises follow); copies of "Tally Sheet for In-Basket Exercises" (tally sheet follows); chalkboard and chalk.

Instructions for Conducting the Activity

Begin the activity by making brief introductory remarks such as the following: "The exercise you are about to do is one that will help you examine how employers look at people when it comes to hiring and/or promoting them. The exercise is based on a survey given to business executives across the country."

Now distribute the sets of exercises as follows. Without calling special attention to what you are doing, give each student either Form A or Form B, and attempt to divide the sets of exercises evenly so that about half the class receives Form A and the other half, Form B. Students should not realize that they are receiving different sets, that is, that masculine versus feminine names are reversed for Forms A and B. (Note: If students do realize that Forms A and B are different, concede the difference and instruct students to complete the form they were given and continue the exercise.)

Next, ask students to complete the exercise, following its instructions, on an individual basis. Give students about 15 minutes for this part of the activity. Then hand out copies of the tally sheet, giving one sheet to each student. Instruct students to fill in their answers on the appropriate section of the tally sheet. As the tally sheets are completed, begin to tabulate the results on the chalkboard.

Finally, initiate a class discussion that addresses the results of the tabulation and compares and contrasts the students' responses to Forms A and B. Do not dwell on the numbers too much; uncovering attitudes is the main purpose of the discussion. Some questions for discussion are as follows.

1. In these memos, are there examples of blatant sex discrimination?

2. Are there examples of subtle cultural sex biases?

3. Do we tend to view men and women differently in the world of work? If so, how? Should we do so? Why or why not?

4. Does this way of viewing people affect men's and women's potential for advancement? If so, how? Should it do so? Why or why not?

Outcome Objectives

- Students will confront their own sex biases by making a comparative analysis of their attitudes toward men and women in the world of work.

- Students will recognize that subtle biases, as well as overt forms of sex discrimination, can affect an individual's career advancement.

Suggestions for Follow-Up/Variations

1. As a follow-up activity, students could create their own "In-Basket Exercises."

2. As a variation, the exercise could be done as a small-group activity, using Form A for one group, Form B for the other. Here, too, the groups should not be told that they are using different forms. Compare the reactions of each group during the class discussion.

IN-BASKET EXERCISES

Form A

Instructions

WAEL is a mythical radio/TV station situated in a city of 75,000 people. The city is the home of a large land grant university that is noted for its strong academic and athletic programs. Imagine that you are the General Manager of Station WAEL and that you have received the following memos regarding policy and personnel decisions. Respond to each memo in the spaces provided.

MEMORANDUM #1

TO: General Manager

FROM: Ed Johnson, Sales Manager

As you know, Jane Walters is employed as an advertising copywriter in this department. I believe that her ability to create unique advertising approaches for clients has been one factor in our increased advertising sales during the period of time she's been with us. In addition, Jane has the qualities and abilities necessary for promotion to the position of Advertising Account Executive. Since we are in such a rapidly growing sales area, I expect that we will be needing another account executive within the next 18 months. Jane's husband has been offered a promotion within his company that would mean moving to Colorado, and the Walters are seriously considering leaving this area. I have tried to influence Jane to stay here. She has real potential for advancement to top management here.

I would appreciate your input on how to handle this situation. On the basis of your experience, what would you suggest?

_____ Keep trying to persuade her to stay.

_____ Offer her a raise to stay.

_____ Find a position for her husband at this station.

_____ Don't try to influence her.

35

MEMORANDUM #2

TO: General Manager

FROM: Jerry Carder, News Director

Regarding our discussion about the need to hire a new sportscaster for WAEL, I have located and interviewed a number of candidates for this position. In light of the following position description, please evaluate the résumé below and give me your recommendation concerning this applicant.

Position Description

The radio/TV sportscaster has responsibility for writing and telecasting the sports segments of the six and ten o'clock newscasts and for the production of any special local sports-related telecasts. The sportscaster does radio broadcasts of all university football and basketball games, both at home and away. This person also acts as a sort of "social liaison" between the station and the university's athletics department. The sportscaster must be able to speak well and without a script. The job requires that the person chosen be able to travel about 18 days each month.

Résumé

Name: Linda Lundquist
Place of Birth: Indianapolis, Indiana
Marital Status: Married; two children, aged 8 and 4

Education: B.A., Ohio State University, 1966
Major: Secondary Education--English and Physical Education certification, with coaching endorsements in track and basketball and certification as an Athletic Trainer
M.A., Iowa State University, 1971
Major: Telecommunications

Work Experience: Two years' teaching and coaching at high school level
Three years, part-time, as on-camera weather analyst at Station KKJP
Three years at Station WSJB as a news copywriter and special events reporter

Interviewer's Remarks

Very knowledgeable about sports and sports personalities. Capable of doing play-by-play announcing. Excellent personal appearance and manner. Comes highly recommended.

MEMORANDUM #2 (continued)

Your Evaluation

1. Applicant's suitability for the position:

   _____ Poor

   _____ Fair

   _____ Good

2. Applicant's potential effect on ratings:

   _____ Positive

   _____ Negative

   _____ No effect

3. Recommendation:

   _____ Hire this applicant

   _____ Keep looking--decide later

   _____ Do not hire this applicant

MEMORANDUM #3

TO: General Manager

FROM: Allen Burke, Production Manager

This memo is a reminder that we must make a decision soon regarding the possible promotion of Sue Miller to the position of Traffic Manager. She has been a valuable employee of the Traffic Department for several years and has the background and abilities needed to be a successful Traffic Manager. In talking with Sue, I have found that she is not willing to take time away from her husband and children in order to work the extra hours that this job may entail. Even though her first commitment is to her family, she feels confident that she can handle this new job within regular working hours and not slight her family in any way. Admittedly, she has been well able to do this in the past, but the tasks of the Traffic Manager are more numerous and complex.

Which of these decisions would you advise?

_____ Don't promote her.

_____ Promote her if she will promise to commit more time to the new job.

_____ Promote her.

In-Basket Exercise B

IN-BASKET EXERCISES

Form B

Instructions

WAEL is a mythical radio/TV station situated in a city of 75,000 people. The city is the home of a large land grant university that is noted for its strong academic and athletic programs. Imagine that you are the General Manager of Station WAEL, and that you have received the following memos regarding policy and personnel decisions. Respond to each memo in the spaces provided.

MEMORANDUM #1

TO: General Manager

FROM: Ed Johnson, Sales Manager

As you know, Jack Walters is employed as an advertising copywriter in this department. I believe that his ability to create unique advertising approaches for clients has been one factor in our increased advertising sales during the period of time he's been with us. In addition, Jack has the qualities and abilities necessary for promotion to the position of Advertising Account Executive. Since we are in such a rapidly growing sales area, I expect that we will be needing another account executive within the next 18 months. Jack's wife has been offered a promotion within her company that would mean moving to Colorado, and the Walters are seriously considering leaving this area. I have tried to influence Jack to stay here. He has real potential for advancement to top management here.

I would appreciate your input on how to handle this situation. On the basis of your experience, what would you suggest?

_____ Keep on trying to persuade him to stay.

_____ Offer him a raise to stay.

_____ Find a position for his wife at this station.

_____ Don't try to influence him.

MEMORANDUM #2

TO: General Manager

FROM: Jerry Carder, News Director

Regarding our discussion about the need to hire a new sportscaster for WAEL, I have located and interviewed a number of candidates for this position. In light of the following position description, please evaluate the résumé below and give me your recommendation concerning this applicant.

Position Description

The radio/TV sportscaster has responsibility for writing and telecasting the sports segments of the six and ten o'clock newscasts and for the production of any special local sports-related telecasts. The sportscaster does radio broadcasts of all university football and basketball games, both at home and away. This person also acts as a sort of "social liaison" between the station and the university's athletics department. The sportscaster must be able to speak well and without a script. The job requires that the person chosen be able to travel about 18 days each month.

Résumé

Name: Larry Lundquist
Place of Birth: Indianapolis, Indiana
Marital Status: Married; two children, aged 8 and 4

Education: B.A., Ohio University, 1966
Major: Secondary Education--English and Physical Education certification, with coaching endorsements in track and basketball and certification as an Athletic Trainer
M.A., Iowa State University, 1971
Major: Telecommunications

Work Experience: Two years' teaching and coaching at high school level
Three years, part-time, as on-camera weather analyst at Station KKJP
Three years at Station WSJB as a news copywriter and special events reporter

Interviewer's Remarks

Very knowledgeable about sports and sports personalities. Capable of doing play-by-play announcing. Excellent personal appearance and manner. Comes highly recommended.

MEMORANDUM #2 (continued)

Your Evaluation

1. Applicant's suitability for the position:

   _____ Poor

   _____ Fair

   _____ Good

2. Applicant's potential effect on ratings:

   _____ Positive

   _____ Negative

   _____ No effect

3. Recommendation:

   _____ Hire this applicant

   _____ Keep looking--decide later

   _____ Do not hire this applicant

MEMORANDUM #3

TO: General Manager

FROM: Allen Burke, Production Manager

This memo is a reminder that we must make a decision soon regarding the possible promotion of Steve Miller to the position of Traffic Manager. He has been a valuable employee of the Traffic Department for several years and has the background and abilities needed to be a successful Traffic Manager. In talking with Steve, I have found that he is not willing to take time away from his wife and children in order to work the extra hours that this job may entail. Even though his first commitment is to his family, he feels confident that he can handle this new job within regular working hours and not slight his family in any way. Admittedly, he has been well able to do this in the past, but the tasks of the Traffic Manager are more numerous and complex.

Which of these decisions would you advise?

_____ Don't promote him.

_____ Promote him if he will promise to commit more time to the new job.

_____ Promote him.

TALLY SHEET FOR IN-BASKET EXERCISES

MEMORANDUM #1

Form A: Jane

_____ Persuade her to stay.
_____ Offer her a raise to stay.
_____ Find a position for her husband at this station.
_____ Don't try to influence her.

Form B: Jack

_____ Persuade him to stay.
_____ Offer him a raise to stay.
_____ Find a position for his wife at this station.
_____ Don't try to influence him.

MEMORANDUM #2

Form A: Linda

1. Applicant's suitability for the position:

___Poor ___Fair ___Good

2. Applicant's potential effect on ratings:

_____Positive
_____Negative
_____No effect

3. Recommendation:

_____Hire this applicant
_____Keep looking--decide later
_____Don't hire this applicant

Form B: Larry

1. Applicant's suitability for the position:

___Poor ___Fair ___Good

2. Applicant's potential effect on ratings:

_____Positive
_____Negative
_____No effect

3. Recommendation:

_____Hire this applicant
_____Keep looking--decide later
_____Don't hire this applicant

MEMORANDUM #3

Form A: Sue

_____Don't promote her.
_____Promote her if she will promise to commit more time to the new job.
_____Promote her.

Form B: Steve

_____Don't promote him.
_____Promote him if he will promise to commit more time to the new job.
_____Promote him.

ACTIVITY 7

Concept

When people choose to pursue careers for which they are suited but which are also considered nontraditional (i.e., are normally held by members of the opposite sex), there are a great many societal pressures they have to face. Some people may change their minds about continuing with the nontraditional career because the pressures are too great.

Description of Activity

Students will read a story about a person in a nontraditional career and then analyze the story for sex-biased or sex-discriminatory events.

Overall Goal

Students will begin to recognize and be able to describe job actions that constitute sex-biased or sex-discriminatory acts.

Materials Needed

Copies of "Sally's Story" (story follows).

Instructions for Conducting the Activity

Hand out copies of "Sally's Story" to the class and allow students ten minutes to read it. When students have finished, have them examine each of Sally's obstacles in sequence and determine the following:

1. Instances in which sex-role stereotyping or actual sex discrimination occurred.

2. How an "obstacle" might not have occurred, had Sally been a male.

When the discussion concludes, ask the class to vote on how "real" they thought Sally's situation was.

Outcome Objectives

Short-term behavioral objective:

- Students will be able to list and describe, to the satisfaction of the instructor, the series of obstacles that Sally met and how those obstacles occurred because of sex-biased perceptions.

Long-term attitudinal objective:

- When faced with career decisions, the student will recognize the obstacles he or she may have to overcome in making a nontraditional career choice.

Suggestions for Follow-Up/Variations

Invite a person who is employed in a nontraditional job to visit the class and describe her or his own particular problems in being accepted in the job. Invite the class to ask questions that compare and contrast "Sally's Story" with the experiences of the guest.

SALLY'S STORY

Sally is a bright, energetic young woman of 20 who is athletic and in good health, and who grew up in a family in which her father was a fireman. From the time she was a child, Sally thrilled to the stories her father told her about being a fireman, and she was often allowed to visit the fire station, climb in the trucks (sometimes even go for a ride), and listen to the calls and alarms. People laughed at Sally when, as a little girl, she said she wanted to be a fireman when she grew up.

However, Sally persisted and never wavered from her goal of becoming a fireman. Graduating from high school at a time when "women's lib" and "equal opportunity employment" were common slogans, and even job titles were changed so that fireman was now called fire fighter, Sally was sure that the time was right for her to become a fire fighter. But she was in for more than one shock when she attempted to train and become employed as a fire fighter. Here are a few of the obstacles Sally encountered when she attempted to fulfill her career goal.

- Upon first applying to the fire department's training academy, Sally filled out an application form and waited to learn whether or not she had been accepted. After a month passed and she had received no word, she called the academy, only to learn that somehow her application had been "lost." She needed to reapply.

- After filling out the forms a second time, Sally was notified via a form letter that there were no openings at the time but that her application would be kept on file.

- Because of her father's contacts, Sally happened to learn that even though she had been told there were no vacancies in the fire department, in fact several men had recently been hired to begin the training program. When Sally inquired why she had not been hired, she was told that the men had "better qualifications."

- Upon checking the physical and educational requirements advertised for the position of fire fighter, Sally found that she qualified on all points to be accepted for the training program and, armed with this information, used it to bring a formal job discrimination suit, based on sex discrimination, against the city.

- Only upon Sally's winning the suit was the fire department ordered to hire her, and the fire department did so reluctantly.

- Because she was the first woman trainee in the department, Sally was an object of curiosity and ridicule to the male trainees she worked with at the academy. Mostly they seemed to resent her, and often asked her what she was trying to prove. They kept watching her in training, waiting for her to make a mistake or fail a physical exercise.

- Though under great pressure because of her "fishbowl" existence, Sally did not fail, and by graduation, she had earned the respect of several of the male trainees, who congratulated her for completing training.

- If Sally thought she was finally winning acceptance, however, she soon found out that her problems were just beginning. When she was assigned to a local fire station, she was again subjected to the same routine of ridicule and curiosity that she had endured during training. Several of the men made covert sexual advances to her. Other male co-workers who did seem to accept her nonetheless treated her overprotectively, trying to keep her from the "front lines" in dangerous situations, and at the same time expected her to make coffee, sew buttons on their shirts, and clean the bathroom in the station.

- Totally unanticipated by Sally was the number of "hate calls" she began to receive as news of her job spread in the community. Several wives of fire fighters called her, threatening physical violence; other people called to tell her she was "sick" or sent her nasty and threatening letters.

When last contacted, Sally was still working for the fire department, proving that she could indeed be an excellent fire fighter.

Juanita*s Decision

ACTIVITY 8

Concept

Individuals need to define their own values system within a work situation. Personal values can sometimes conflict with work requirements and opportunities for advancement.

Description of Activity

Students will be asked to analyze a hypothetical work situation, determine what could be done about the conflict of values presented, and discuss the potential outcomes.

Overall Goal

Students will realize that personal values can conflict with work requirements and opportunities for advancement and that at times these values conflicts can be compounded by the race and/or sex of the individual involved.

Materials Needed

Copies of "Juanita's Decision" (story follows); chalkboard and chalk.

Instructions for Conducting the Activity

Hand out copies of "Juanita's Decision" and ask the class to read it. While students are reading, post on the chalkboard the questions listed below. Then divide the class into two sides, one of which thinks Juanita ought to quit, the other of which thinks Juanita ought to stay. Appoint a group recorder for each group. Then have the groups discuss, and the recorders report, the students' responses to these questions:

1. What is the basis of Juanita's conflict--that is, what is she really being asked to do?

2. What basic issues are involved in her decision?

3. If Juanita decides to agree to the request, what do you think will happen?

4. If Juanita decides to refuse the request, what do you think will happen?

5. What are the reasons for your decision regarding what Juanita should do?

Outcome Objectives

Short-term behavioral objective:

- Students will be able to describe, to the satisfaction of the instructor, one or more examples of how personal values can sometimes conflict with work requirements or opportunities for advancement.

Long-term attitudinal objective:

- In an actual work situation, students will be able to recognize when a work requirement might conflict with a personal value.

Suggestions for Follow-Up/Variations

Have the students role play the situation, including their suggested outcomes. Ask the students to determine and/or role play how the situation and outcomes might be different if Juanita were (a) a white female, (b) a minority male, or (c) a white male.

JUANITA'S DECISION

Juanita is a 19-year-old female who is also a member of a racial minority group. In the city where she lives and works, about 20 percent of the population belongs to that minority group. Juanita is above average in intelligence, a hard worker, and, because of her outgoing personality, very well known within her community. She has a specialized degree in secretarial and office skills and was recently hired as Office Manager at one of the more prestigious public relations firms in the city. Juanita was both pleased and surprised at getting the job, as she assumed that new employees normally began as secretaries and worked their way up to Office Manager.

After Juanita had been on the job for about six weeks, she was called into the Assistant Director's office and asked if she would be willing to help the firm out with a problem. As Juanita listened, the Assistant Director explained that the company was trying to land a large contract with a food service firm that "specializes in catering to your people." The Assistant Director further explained to Juanita that they had been trying to win a contract with the food service company for quite some time and felt sure that if Juanita came along to the next negotiations and "put in a few good words," her reputation would be enough to cement the deal.

Juanita was both surprised by and suspicious of the request, coming as unexpectedly as it did, and being that it was a request to do something outside her normal job requirements. However, Juanita liked working for her employer, knew that indeed they did fine work, and finally decided that it would be in her best interests to be a helpful and cooperative employee. Therefore, Juanita attended the next negotiations and helped win the contract for her firm.

After the contract had been signed, Juanita returned to her normal duties and did not hear much more about how the contract was going unless she made a point of inquiring. Generally, she was told that things were "just fine," but was never given much specific information. This irritated Juanita, since she felt that she had played a large part in winning the contract and therefore had a personal interest in it. She mentioned the situation to other employees in the office and was told that specific management of contracts was "up to the professionals."

Then, about two months after the contract had been signed, Juanita was again called into the Assistant Director's office. This time the Assistant Director explained to Juanita that her help in landing the food service contract had been so valuable that they wanted her help again--this time to land a contract with a clothing store that "specializes in styles frequently worn by people of your race." The Assistant Director told Juanita that if she continued to succeed in persuading clients to contract with the firm, chances were that she might be promoted to a paraprofessional position in the firm and receive a salary increase commensurate with the promotion.

What do you think Juanita should do?

Estelle: A Case Study

ACTIVITY 9

Concept

One cause of worker alienation can be underutilization of an individual's talent within an organization. The problem of lack of awareness of individual talents can be compounded by prejudicial attitudes toward or stereotyping of individuals in the workplace. This activity deals with the concept of worker alienation compounded by racial prejudice.

Description of Activity

The students will be given a case study of a minority female who is underutilized in the workplace and will be asked to analyze the reasons for the underutilization.

Overall Goal

Students will begin to understand the concept of worker alienation, as well as learn to recognize some of its causes.

Materials Needed

Copies of "Estelle: A Case Study" (case study follows); chalkboard and chalk.

Instructions for Conducting the Activity

Hand out copies of "Estelle: A Case Study" and allow the students five minutes to read it. When they have finished, start a discussion session centering on the following topics:

1. Why do you think Estelle hasn't been given work equal to her job title?

2. If you were Estelle, how would you feel about the situation?

3. If you were Estelle, what would you do--quit? Complain? Take some other action?

4. Do you think that the company Estelle works for has made an economically wise decision in its attitudes toward her and its treatment of her?

Now, define prejudice and stereotyping for students and ask them to analyze the kinds of prejudice and stereotyping that are present in the case study. Define worker alienation and ask students what they think might happen to Estelle's attitudes if she decided to stay with the company and her present circumstances did not change. As you discuss these points with students, write the terms prejudice, stereotyping, and worker alienation on the board and list under each term the circumstances in the case study that fit each of those categories.

Outcome Objectives

Short-term behavioral objective:

- Students will be able to define, to the satisfaction of the instructor, the terms prejudice, stereotyping, and worker alienation and list examples of each and tell how they can be harmful to both an individual and an organization.

Long-term attitudinal objective:

- When students are confronted with a situation involving worker alienation, either her or his own or that of someone else within an organization, students will be able to recognize the problem and begin to analyze its causes and possible solutions.

Suggestions for Follow-Up/Variations

1. Have the students role play possible outcomes of Estelle's situation: (a) Estelle remains in her present situation and becomes very embittered, (b) Estelle quits without giving management an explanation of why she is dissatisfied, or (c) Estelle decides to go to her manager and explain the situation and her frustration.

2. Ask the students to think of other examples of worker alienation and some of the reasons that contribute to it. Have students create their own role plays and present them to the rest of the class.

ESTELLE: A CASE STUDY

Estelle, who is a member of a racial minority group, is a hard worker. Since graduating from high school five years ago, Estelle has worked in positions that utilize her clerical skills, and each job change has brought increased levels of responsibility.

Until her latest job offer, Estelle has worked in firms that employ only members of her minority group, and she is currently holding the position of office manager in such a firm. Estelle, who would like to continue her professional growth, reads about and applies for a position as an administrative assistant in a large insurance firm that mainly employs white people. When she mentions this to her friends, they are angry and point out to her that she might get more money in the new job, but that she would be "used." "You might get more money, but all they want you for is window dressing." Estelle tries to explain to her friends that this wouldn't really be true and that she would expect to work as hard as any other employee in the company.

Estelle does get the job. However, she cannot help noticing that after a month with the firm, all she has been given to do is typing and she has no administrative responsibilities. On the other hand, she has a large desk near the front door, where visitors cannot help but notice her when they come in and read her nameplate, which says "Administrative Assistant." Her co-workers are very aware of the disparity between Estelle's title and her work load. They are resentful and stay away from her.

Both the lack of responsibility in her new job and her co-workers' resentment cause Estelle to dislike her job and feel very alienated.

Sharon & George: Career Counseling

ACTIVITY 10

Concept

Education and training are important phases in career development.

Description of Activity

After reading about a situation that focuses on career counseling, the students will role play one of four responses.

Overall Goal

The students will be able to identify the roles of education and training in career development.

Materials Needed

Copies of "Sharon and George: Career Counseling" (role play follows).

Instructions for Conducting the Activity*

1. Divide the class into four groups and hand out a copy of the role play to each group.

*Adapted from Sexism in Education (Minneapolis: The Emma Willard Task Force on Education, 1971), p. 38.

2. Have each group choose one of the four options (A, B, C, or D) to role play. Make sure that each group chooses a different option to role play.

3. Ask each group to select a leader for discussion of the role play within the group. Have the group members then decide how they will approach the role play, who will play the roles (the actors), and how they will play the roles.

4. Now have the groups take turns performing each role play, while the rest of the students watch.

5. After each role play, lead a short discussion that focuses on the following:

   a. How did the group decide to interpret the roles? For example, was the male (the counselor) dominant? Was the female (Sharon) acting in "typically female" fashion? Or was she more assertive or even aggressive?

   b. What role did the counselor play in his discussion with Sharon about her future career plans--especially in discussing education and training? Was that role different for Sharon from what it was for George? If so, how? Why?

   c. What roles do students think education and training might play in preparing Sharon and George for their future careers?

   d. If Sharon reached a decision, how and why did she reach that decision? How might the counselor's advice on education and training have affected Sharon's decision? George's decision?

Outcome Objectives

Short-term behavioral objective:

- The student will be able to define the roles of education and training in career development and explain how education and training affect career decisions and choices.

Long-term attitudinal objective:

- The student will be aware that education and training are important phases in career development and should be important considerations in making career plans.

SHARON AND GEORGE: CAREER COUNSELING

Instructions: Read the situation described below. Then choose one of the options listed--A, B, C, or D--and role play the meeting between Sharon and her counselor accordingly.

Sharon and George are seniors in high school and are starting to think seriously about their plans for the future. They have done equally well in school, and each is especially interested in math.

George goes in to see his counselor. The counselor, who is a male, is pleased with George's record and promises to help him find a good college. The counselor sees to it that George takes the proper achievement tests and he writes letters of recommendation. George applies to five schools, is accepted by three, and decides to attend a small liberal arts college that has an excellent math curriculum.

Sharon goes in to discuss her plans for the future and sees the same counselor. His advice to Sharon is:

A. With her strong interest in math, Sharon would be a good bookkeeper.

B. Teaching is a good job for a woman because she can find work wherever her husband is located, she can go back into teaching when the children are grown, and she will always have something to fall back on if her husband dies.

C. If Sharon really wants to go to college, she should go to (the local college) because it's close to home, but if she can think of some other college she'd rather attend, she should apply there.

D. He will help her choose five colleges that are strong in math, tell her what tests she needs and when the deadlines are, and offer to write letters of recommendation.

CHARLOTTE'S & ARNOLD'S relationship

ACTIVITY 11

Concept

Peer groups expect certain sex-role-stereotyped behaviors and attitudes from individual members, and these expectations may limit personal development.

Description of Activity

Over two days, students will first explore the attitudes and behaviors expected by peer groups and then, after reading about a situation involving a relationship between two people, Charlotte and Arnold, will role play various responses to the situation.

Overall Goal

The students will be able to recognize that conforming to sex-biased behaviors and attitudes expected by a peer group may limit personal development.

Materials Needed

Chalkboard and chalk; copies of "Charlotte and Arnold: Male-Female Relationships" (role play follows).

Instructions for Conducting the Activity*

Conduct this activity over two days. On the first day, explore with students the behaviors and attitudes expected of people by peer groups, and on the

*Adapted from Sexism in Education (Minneapolis: The Emma Willard Task Force on Education, 1971), p. 39.

second day have the students do the role play, which further examines those behaviors and attitudes.

First Day

1. With students, determine some categories of behaviors and attitudes, and write them on the chalkboard (examples might be in school, on a date, at home, at a sports event, in a group activity, if married). Then have students brainstorm what behaviors and attitudes they expect from one another according to those categories, and list students' responses on the board.

2. Now ask students to sort out which behaviors and attitudes are expected of the males and which of the females. Ask:

   a. Are these behaviors and attitudes sex-role stereotyped?

   b. Which are sex biased? Which are traditional? Which are non-traditional?

3. With students, make a separate list of those behaviors and attitudes that are expected of both males and females and that are not sex-role stereotyped and/or neutral.

4. Next, have students add to that list those behaviors and attitudes that are sex-role stereotyped and traditional and that they may now want to change. Have students discuss why they might now want to change those behaviors and attitudes.

5. With students, make a final list of those behaviors and attitudes that are expected of both males and females and are expected by peer groups. Ask students whether this new list is free of sex bias.

Second Day

1. Divide the class into three groups and hand out a copy of the role play to each group.

2. Have each group choose one of the sets of options (A, B, or C) to role play. Groups should choose separate sets of options so that one group role plays A for Arnold and Charlotte, one role plays B for both characters, and one role plays C for both characters.

3. Have each group select a leader for discussion of the role play within the group. Ask the group members to decide how they will approach the role play, who will play the roles (the actors), and how they will play the roles.

4. Now have the groups take turns performing each role play while the rest of the students watch.

5. After each role play, lead a short class discussion, focusing on the following points and using the information from the previous day's discussion:

   a. How did Arnold's behaviors and attitudes affect Charlotte's behaviors and attitudes, and vice versa? Was Arnold aggressive? Was Charlotte defensive? Or was she assertive?

   b. What behaviors and attitudes were expected of Charlotte when Arnold reacted as he did in that situation?

   c. Were Charlotte's actual behaviors and attitudes in response to those of Arnold different from the behaviors and attitudes expected of her by her peer group? Which behaviors and attitudes were sex-role stereotyped? Which were traditional? Which were nontraditional? How did actual versus expected behaviors and attitudes compare?

Outcome Objectives

Short-term behavioral objective:

- The students will be able to identify and describe behaviors and attitudes expected by peer groups.

Long-term attitudinal objective:

- The students will be aware of the behaviors and attitudes expected by peer groups, but will be able to move beyond those expectations when personal development appears to be threatened by compliance with the peer group.

CHARLOTTE AND ARNOLD: MALE-FEMALE RELATIONSHIPS

Instructions: Read the following situation and choose one of the options listed--A, B, or C--for each character. Choose corresponding options for both characters; for example, if you choose option B for Arnold, choose option B for Charlotte, too. Then role play a conversation between Charlotte and Arnold based upon the behaviors and attitudes you have selected.

Charlotte and Arnold are both sophomore physics majors at State College. They get to know each other in a lab class and start dating. Although they seem to be about equally matched as far as intelligence goes, during one quarter Charlotte has a higher grade point average.

How does Arnold react to this situation?

A. He is on edge and shows hostility whenever the subject of Charlotte's class work comes up.

B. He comes right out and says that it's not right for a girl to compete with her boyfriend.

C. He feels a little uncomfortable about going with a girl who sometimes gets better grades than he, but he realizes that he and Charlotte are two separate individuals and that she is entitled to work at her own pace, regardless of what he does.

How does Charlotte react to the situation?

A. She never talks to Arnold about class work, even though she would like to and would value his opinion.

B. She teases him about his opinion of females, explaining (somewhat hostilely) that girls are naturally smarter than boys.

C. She points out that they both have strengths and weaknesses and that he has "beaten" her in other classes, but that their greatest strength "as a couple" is their intellectual balance and mutual interests.

ACTIVITY 12

Concept

People should choose jobs based upon their abilities and interests, rather than upon their sex. Providing students with the opportunity to talk with people who work in nontraditional jobs will help teach this concept.

Description of Activity

Using a game format similar to that of "Twenty Questions," and through group discussion and follow-up, students will be exposed to a nontraditional role model who visits the classroom as a mystery guest.

Overall Goal

The students will be provided with an encounter that reinforces the idea that most jobs can be done by men and women alike.

Materials Needed

None, but note that you will need to prepare for this activity by arranging for someone who represents a nontraditional occupation to visit the class as a mystery guest (see instructions below).

Instructions for Conducting the Activity

Prior to the Activity

For this activity, you will need to recruit a mystery guest: an individual working in a nontraditional occupation (such as a female miner or a male secretary). The mystery guest will be quizzed by the class regarding her

or his occupation, and although the person recruited should be someone who is working in a nontraditional occupation, the students should not be told that fact--let them discover it in the course of the questioning. (It is possible that at the end of the game students will be completely off the track; if such is the case, use that fact as the starting point for discussion.)

Finding the best person(s) may take some telephone detective work. Possible sources of information are:

- Personal acquaintances (colleagues, friends, relatives, neighbors)
- Personnel managers from local business and industry
- Chamber of Commerce
- State employment service (job service) counselors
- Placement offices at postsecondary institutions
- Women's groups (National Organization for Women, National Women's Political Caucus, American Association of University Women, League of Women Voters)
- Affirmative action officers from local business and industry
- Union officials
- State commission on the status of women
- State consultant for nonsexist curriculum
- Professional associations and organizations

Day of the Activity

Before the mystery guest arrives, explain to the students that they will be attempting to discover the occupation of the mystery guest, and that they will be using a question-and-answer approach that has the following "rules":

1. There will be a ten-minute period for questioning.
2. All questions must be asked in such a way that they can be answered only by yes or no.
3. Students will take turns asking questions.
4. Questions must be specifically about the guest's work situation, for example, "Do you work in an office?"
5. Guessing a specific job title is not allowed (e.g., "Are you a nurse?") and any student who mentions a job title will be disqualified from further play.
6. At the end of ten minutes, each student will write down her or his guess as to the occupation (job title) of the guest.

Prior to playing the game, take the time to set the stage. Before the guest arrives, hold a practice session in which you take the role of the guest (think of an occupation other than your own and let the class try to guess your occupation). This rehearsal will give students a chance to practice asking questions using the yes-or-no format and will familiarize them with the rules of the game so that no embarrassing flubs occur once the guest arrives and the game begins.

At the heart of this activity, of course, is the open discussion following the game. At the end of the game, open the discussion session by asking the students whether or not the sex and physical appearance of the guest influenced their questions, and invite students to ask any questions they wish about the visitor's job. If they have been startled enough by the appearance of a "lady welder" or whomever, they should be eager to ask questions. You can set the climate for open discussion by indicating that the visitor is willing to discuss various aspects of being employed in a nontraditional job.

Outcome Objectives

Short-term behavioral objective:

- Using a question method, students will identify (a) a worker's occupation, (b) the career area (occupational cluster or clusters) to which that job belongs, (c) tasks that are associated with that job, and (d) attitudes and behaviors that are associated with that job.

Long-term attitudinal objective:

- By building on this encounter, students will widen their career options through the realization that there are very few jobs that must be performed by either males or females but not by both.

Suggestions for Follow-Up/Variations

1. As an option, you might offer prizes to the winners (that is, to the students who correctly guess the occupation of the mystery guest) to give the players a stake in the game. Fast-food chains, for example, are often willing to donate merchandise coupons as a promotional strategy; such coupons could be awarded to the student winners.

2. You could repeat the activity on a regular basis. If you do, be sure that not all of the mystery guests you invite represent nontraditional occupations.

3. As a variation, students could simulate the activity by taking turns as the mystery guest in a series of role plays.

4. If there are in your community many persons who could serve as non-traditional role models, the class might want to organize for other students a career fair at which all the resource persons are non-traditional workers.

5. As a class project, students could compile a "resource book of nontraditional workers" for use by other teachers.

Getting FIRED

ACTIVITY 13

Concept

Unacceptable attitudes and behaviors in the workplace can result in job termination.

Description of Activity

Students will read and discuss a story that deals with unacceptable behaviors in the workplace for which the offending individual is eventually fired.

Overall Goal

Students will begin to understand that in every work situation there are certain minimum rules and requirements that need to be obeyed. If individuals continually and repeatedly violate rules and policies, they may find themselves dismissed from their jobs.

Materials Needed

Copies of "I Don't Love Lucy" (story follows).

Instructions for Conducting the Activity

Explain to the class that you are going to be discussing the concept of behaviors and attitudes in the workplace and analyzing examples of unacceptable behaviors and their consequences. Then hand out copies of "I Don't Love Lucy." Allow students five minutes to read the story. Then organize a discussion centering on the following questions:

1. What is Lucy doing wrong?

2. What is the specific objection to each of the behaviors listed in the story?

3. Do you think Lucy was treated fairly by the company?

4. How do you think Lucy's past behaviors may have affected the way she was dealt with after she made the call to Hawaii?

5. If you were Lucy, what do you think you might have learned from this situation?

Outcome Objectives

Short-term behavioral objective:

- Students will define and list, to the satisfaction of the instructor, examples of unacceptable attitudes and behaviors in specific work situations.

Long-term attitudinal objective:

- Upon being informed of, or recognizing, an unacceptable work behavior, the student will be aware of the possible consequences if the behavior is not corrected.

Suggestions for Follow-Up/Variations

1. Ask the students to change the ending of the story so that Lucy is given one more chance. Ask students to discuss verbally or to role play the changes in behaviors and attitudes that Lucy is going to have to make in order to retain her job.

2. Ask students first to think of other situations in which individuals could be fired for unacceptable behavior in the workplace and then to role play several of those situations.

I DON'T LOVE LUCY

Lucy is the switchboard operator for a large law firm. She is responsible for answering all incoming calls on 12 different lines and for placing long-distance conference calls. She is required to work from 8:30 a.m. to 5:00 p.m., with an hour off for lunch, during which time an automatic recording device takes messages of incoming calls. When Lucy returns from lunch, she is required to inform the firm's other employees of any messages or calls they received over the noon hour.

Lucy applied for the position because, as she explained to the interviewer, "I love talking to people." Unfortunately, individuals in the firm are beginning to find out just how much Lucy likes to talk. Here are a few examples of things Lucy has been caught doing at work:

- Using the outbound WATS line to place personal calls to her friends in other states
- Making numerous personal calls to family and friends in the city to gossip about people in the office
- Allowing incoming calls to ring as many as ten times because she is making a personal call and doesn't like to be interrupted
- Forgetting to write down the calls that come in over the noon hour and forgetting to tell people about them until late in the day
- Taking long lunch hours and often calling in sick

After three months on the job, Lucy is summoned by her supervisor, who tells Lucy that if she does not correct her behavior, she will be dismissed. Lucy promises that she will no longer allow her personal life to interfere with her job and begins to do better. However, one evening a lawyer who is working late discovers that Lucy has returned to the office and is using the WATS line to talk with a friend in Hawaii. The lawyer reports the incident to Lucy's supervisor, and the next morning Lucy is dismissed from the law firm.

A Job Interview at River Plastics

ACTIVITY 14

Concept

There are times during an interview situation when an individual can be placed at a disadvantage because of an unfair and/or illegal practice by the firm to which the individual is applying for a job.

Description of Activity

Students will be introduced to a potential Title VII violation by means of a simulated job interview.

Overall Goal

Students will begin to recognize possible instances of bias that could occur during a job interview and will learn about federal laws designed to protect people from forms of discrimination in employment.

Materials Needed

Copies of "A Job Interview at River Plastics Corporation" and of "Summary of Title VII" (situation and summary follow); chalkboard and chalk.

Instructions for Conducting the Activity*

Note: This activity can be introduced in one of two ways. Choose one of the options below--either Step 1 or Step 2--and then proceed with the activity as outlined for Steps 3 and 4.

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*A variation of this activity, designed for use with trainers, can be found in the Teacher's Handbook (Session 2).

1. Distribute to each student a copy of "A Job Interview at River Plastics Corporation," and instruct the class to read about the situation.

2. As an alternative, arrange to have three students role play the situation for the rest of the class. To do this, select three students to do the role play, give each a copy of the situation, and try to give the players some advance time to practice (for example, after school, early in the morning, or during noon hour or study hall). Then, when the class period begins, hand out only the first page of "A Job Interview at River Plastics Corporation" (page 75, containing the employment application form), and have the players enact the situation.

3. Now lead a discussion that addresses the questions below. To help guide the discussion, refer to the page listing the correct answers ("Responses to Interview at River Plastics," page 74), which is included for your convenience.

   a. Was the situation in which Ann was placed unfair to her? If so, how or why was it unfair?

   b. Do you think the situation was in any way illegal? If so, what, specifically, was the violation of the law?

   c. Is there anything wrong with the job application form Ann was given to complete?

   d. Were any of the questions illegal? If so, which questions?

   e. If you were Mrs. Jamison, what would you advise Ann to do and what factors would you consider about Ann prior to advising her?

   f. If you were Ann, what do you think you would do? Why?

   g. Do you think there is any way that Ann could get Mr. Raines to change his mind about hiring her for the Bookkeeper II position? If so, what would you have Ann say to him?

   h. What are the possible outcomes of this situation?

   i. Are there any laws Ann should know about that apply to her situation?

4. Upon completion of the discussion, hand out copies of the "Summary of Title VII" sheet and review with students the categories of discrimination that Title VII prohibits.

Outcome Objectives

Short-term behavioral objectives:

- Students will be able to define and describe specific examples of discriminatory and unfair employment practices that can occur during a job interview.
- Students will be able to identify specific examples of illegal questions that may be contained in an employment application form.
- Students will be able to define Title VII in their own words and cite specific examples of violations.
- Students will be able to suggest multiple actions that could be taken to resolve an unfair or illegal employment practice.

Long-range attitudinal objectives:

- When they personally encounter an unfair or illegal employment practice, students will be able to recognize the violation and deal assertively with the situation.
- When they prepare to deal with a biased or illegal employment practice, or when they advise others on how to deal with such a situation, students will be able to identify several alternative actions from which to choose or respond.

Suggestions for Follow-Up/Variations

1. Approach Ann's situation as an exercise in risk taking. When your class has discussed the situation generally, ask students what they would do if they were Ann. Then begin listing the various student responses on the chalkboard. As you make the list, first try to get all the suggested actions and then, when students have run out of suggestions for actions, ask them to describe the consequences or risk involved in each action and to rank the actions from safest to most risky (a to z). Your final list should resemble the one below.

Actions Ann Takes	Consequences
a. Accepts the Secretary II position.	Employment; personal frustration and job alienation; possibility of internal promotion to Bookkeeper II position.
b. Goes back to Mr. Raines and states reasons why she should get Bookkeeper II position (is good with numbers; wants to work there and therefore	May or may not get bookkeeper job; if not, is still likely to be offered Secretary II position.

Actions Ann Takes	Consequences
would be a better, more motivated employee; says the possibility of an "incident" with the men was unfairly presented as her problem rather than as a management problem; gently points out that she has a right to the job, which has been legally advertised, etc.).	
c. Goes back to Mr. Raines and <u>demands</u> bookkeeper job, pointing out that if he does not hire her, he will be in violation of Title VII and she will bring suit.	May or may not get either position; probably antagonizes Mr. Raines; probably earns reputation as troublemaker; may have to follow through with lawsuit.
d. Initiates suit against River Plastics Corporation and, after two years, wins--has to be hired for Bookkeeper II position, with back pay due from date of original violation.	Gets job; probably faces resentment at work, at least from Mr. Raines; definitely earns reputation as troublemaker; possibly suffers psychological abuse from co-workers or management.

2. You could also approach the activity from the standpoint of risk taking by showing students that an individual's personal situation may also influence choice and risk. Ask the students to put themselves in Ann's place and to describe their reactions to the River Plastics situation, using the stem and situations that follow.

   <u>Stem</u>: How would you respond to the River Plastics situation if you were Ann and you:

   a. Needed a job immediately after graduation to help support your widowed, needy mother and this were the only job advertised?

   b. Needed a job immediately after graduation to help support your widowed, needy mother but also had two other interviews with other companies?

   c. Needed a job and had two other offers but <u>really</u> wanted only the bookkeeper job?

   d. Needed a job but had two other offers that were about equally desirable?

e. Needed a job and found that the secretarial job you were offered paid more than the Bookkeeper II job? Less than the Bookkeeper II job?

f. Wanted to have a summer job before starting college in the fall but did not really need one? Had several other offers? Definitely needed a job to help pay college expenses?

After you have discussed the above conditions, you might ask students to suggest other conditions that could affect the options chosen.

If the suggestions continue to center on economic considerations, you might want to introduce the concept of personality and beliefs by asking students which of the solutions would be most likely to be picked by Ann if she were (a) passive, (b) aggressive, or (c) assertive.

3. You could ask students to obtain samples of standard employment application forms from local firms and to critique the forms for legality of the questions asked of the applicant.

RESPONSES TO INTERVIEW AT RIVER PLASTICS

A good rule of thumb is that employers may ask only those questions they can prove are related to job requirements.

Marital status (symbolized by Mr., Miss, and Mrs.), number of dependents, and age (except for ages below 16 or above 70) should not be asked. Those questions represent a possible violation of Title VII and the Age Discrimination in Employment Act. Generally, it is best to leave those questions blank.

Ann applied in good faith for the Bookkeeper II position, met the qualifications, and was the most qualified applicant for the job. She should therefore be offered the position. The feared behavior on the part of the men in that section is a problem for management to handle; it is not Ann's responsibility. Refusing to hire Ann for the bookkeeper position is sex discrimination and violates Title VII (see the Title VII summary on page 77). If Mr. Raines hired Ann and the men harassed her or made sexual advances, that, too, would be considered a form of sex discrimination. River Plastics Corporation has the responsibility of making it clear to employees that such behavior is completely unacceptable and rules to that effect should be enforced.

Ann has every right to point out these facts to Mr. Raines, and if she does not get the position or is offered only the Secretary II job, she can file a complaint with the Equal Employment Opportunity Commission. However, Ann really needs a job and it would be in her best interest to try to get the Bookkeeper II position without threatening to file a complaint.

A JOB INTERVIEW AT RIVER PLASTICS CORPORATION

It was three weeks before graduation and Ann Boggess had a job interview with River Plastics Corporation. She had finished the business course at River High School and had done very well in business math, accounting, and bookkeeping.

Ann arrived on time for her interview at River Plastics and was given the following application form to fill out:

Mr.
Miss
Mrs. _____ _____ _____ _____
First Name | Middle Initial | Last Name | Date of Birth

_____ _____
Address | Zip Code | Number of Dependents

( ) _____
Phone Number

Education: _____ _____ _____
School | Major Subjects | Years Completed

Work Experience: _____

_____

_____

References: _____ _____ ( ) _____
Name | Address | Phone

_____ _____ ( ) _____
Name | Address | Phone

When Ann had completed the application form, she was shown into Mr. Raines's office. Mr. Raines asked her about the subjects she had studied in school and about the type of position she was interested in.

Ann explained that she had thoroughly enjoyed her work the past two summers in the business office of a health clinic and had done well in her accounting and bookkeeping courses. She said that she was applying for the Bookkeeper II position the company had advertised.

Mr. Raines replied, "Well, Ann, your work in school and your experience look good. No one else has come in with as strong a background. But I'm not sure you would fit into our bookkeeping section. We have an opening for a Secretary II. It pays the same amount, but it's in an office I think you would like much better. You know that part of creating a good work situation is getting along with the other people in the office."

Ann said that she really wanted the bookkeeping job because she enjoyed the challenge of working with numbers. Mr. Raines replied that he was uneasy about placing her there. He said that he was concerned because all the employees in that section were men and he did not want any "unfortunate incidents." Then he suggested that Ann go home to think about the Secretary II position.

That night, Ann couldn't sleep. She really needed a job. There were only three weeks before she graduated, she knew her family was counting on her getting a paycheck, and River Plastics paid the best wages in town. She wanted to work there but felt that she would not be happy in a secretarial position. She decided that the next day she would talk with Mrs. Jamison, her homeroom teacher.

SUMMARY OF TITLE VII

Title VII of the Civil Rights Act of 1964 protects your employment rights.

Title VII makes it unlawful for an employer of 15 or more people to discriminate against any person with respect to hiring, pay, benefits, or terms or conditions of employment because of the person's race, color, religion, sex, or national origin. Title VII also makes it unlawful for an employment agency to fail to refer for employment any person because of race, color, religion, sex, or national origin. Labor organizations may not discriminate against people applying for membership.

When an employer advertises a job, it is unlawful for him or her to indicate any preference for or limitation on applicants because of race, color, religion, sex, or national origin. For example, newspaper advertisements that read "Women only" or "Job requires a strong man" would violate Title VII. Job application forms must be work related. Questions regarding a person's sex, race, color, religion, or national origin do not belong on an application form.

The Equal Employment Opportunity Commission (EEOC) was created by Congress to investigate complaints of employment discrimination covered by Title VII, to enforce compliance with the law, and to order violators to take affirmative action such as reinstatement or hiring of employees, sometimes with back pay.

Charges of discrimination must be filed with the EEOC within 180 days of the occurrence of the incident. For information regarding Title VII or filing a complaint, write:

Equal Employment Opportunity Commission
1800 G Street, N.W.
Washington, DC 20506

or contact the nearest EEOC office in your region.

Looking for the Union Label

ACTIVITY 15

Concept

Organized labor is an important element in the world of work. When considering occupational choices, students need to be informed about the advantages of belonging to a labor union. However, because unions have historically been controlled and dominated by males, there are special obstacles faced by women who try to join unions.

Description of Activity

A female member of a labor union will visit the class and speak to students about what it means to belong to a labor union in which most of the members are male.

Overall Goal

By means of listening to and questioning a woman member of a labor union populated primarily by men, students will become aware not only of the advantages of union membership, but also of some of the obstacles females may face in obtaining membership in and belonging to a union.

Materials Needed

Copies of "Questions about Women in Unions" (list of questions follows); note, too, that you will need to prepare for this activity by arranging for a female member of a labor union to visit the class (see instructions below).

Instructions for Conducting the Activity

To conduct this activity, you need first to contact a labor union's headquarters in your city or area to obtain a speaker. Explain that you are

teaching a unit on occupational choice and that you want to obtain the name of a female union member who might be willing to speak to your class about the benefits of union membership. Explain further that the reason you want the speaker to be a woman is that you are teaching students about nontraditional occupations and want to give them an opportunity to meet a woman laborer who holds a nontraditional job. (Note: If you are unable to obtain a woman to be the guest speaker, you may conduct this activity using a male as guest speaker. However, the session may not be as effective. Therefore, if you are unable to obtain a woman as guest speaker, you may want to reconsider whether the activity is worth doing. Use your own discretion.)

Assuming that you will offer the activity, and have obtained the name of a prospective guest speaker who is female, call the woman to explain specifically what you would like her to discuss with your class. If she seems nervous about speaking, send her a copy of the list of questions for this activity (see page 82), so that she can have time to think about her remarks.

The day before the speaker is to visit, prepare your class by telling students there will be a speaker the next day; explain who and why. Direct students to begin thinking about questions they would like to ask the speaker.

On the day of the presentation, hand out copies of the list of questions and ask the class to take notes on the speaker's replies. Encourage the students to ask any additional questions they might have as well.

Finally, the day after the presentation, you might want to spend some time with the class composing a thank-you letter to send to your guest speaker.

Outcome Objectives

Short-term behavioral objective:

- Students will be able to list and describe, to the satisfaction of the instructor, the advantages of joining a labor union, if such membership is job related, and will be able to list and describe some of the obstacles that may be faced by women in male-dominated unions.

Long-term attitudinal objective:

- Students who obtain jobs that involve them in organized labor will have a positive attitude toward belonging to a labor union and will understand the special problems of female union members.

Suggestions for Follow-Up/Variations

1. Schedule a field trip to a labor union's headquarters so that students can observe a labor organization firsthand.

2. Have the students research the contributions of a woman who has been active in the organized labor movement. This person could be either

dead (e.g., Mother Jones) or living (e.g., Betty Jean Hall). If the class chooses to study a living person, perhaps the students could write a letter to her to ask about the difficulties encountered by women in organized labor. (The address for Betty Jean Hall follows.)

3. Betty Jean Hall has organized a group called Coal Mining Women's Support Team. The group publishes a newsletter that deals with the problems of women in coal mining occupations and contains articles about union membership. Have the students write for a copy of the newsletter or subscribe to it: Coal Mining Women's Support Team Newsletter, P.O. Box 3403, Oak Ridge, Tennessee 37830. Betty Jean Hall can also be reached through this address.

QUESTIONS ABOUT WOMEN IN UNIONS

1. What is your occupation?

2. To what union do you belong and how long have you belonged to it?

3. What do you think are the advantages of union membership? The disadvantages?

4. Does your union have a waiting list? If so, did you have any special difficulties obtaining entrance into the union?

5. Did you have any type of vocational training prior to obtaining your job?

6. Did you have any special difficulties obtaining training once you were in your union?

7. What is the attitude of union personnel toward you as a woman?

8. What are the attitudes of your co-workers toward you as a woman?

9. Do any women hold elective office in your union? If so, how many women, and which posts do they hold?

10. How are you treated on the job by your co-workers?

11. Have you ever experienced any negative incidents at work because you are a woman?

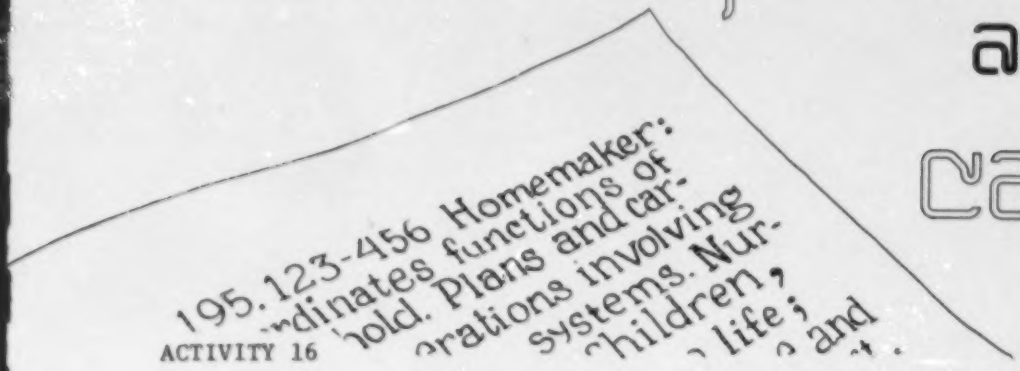
12. What is your union's record on support of female grievances?

13. Would you encourage other women to enter your field of work?

14. What do you think is the most important thing you can do to demonstrate to your male co-workers that you can handle your job?

15. Do you have any special advice or suggestions that you are willing to share about what people can expect when they attempt to obtain union membership, especially if they are female?

homemaking as a career



ACTIVITY 16

Concept

In our society, the career of homemaker has traditionally been accorded lower social and economic status than have jobs pursued outside the home. However, by examining the work performed by homemakers in comparison with other types of labor, it can be seen that many of the stereotypes about homemaking (e.g., that it is easy work, of low status) are untrue.

Description of Activity

By exploring the stereotypic myths associated with the tasks of homemakers in comparison with the work actually performed, students will examine the reasons for the low socioeconomic status traditionally accorded homemakers--and in the process develop a more realistic understanding of the value of the work performed by homemakers.

Overall Goal

Students will better appreciate the quality of work performed by homemakers and will become more aware of the economic value of that work and of the need for legal protection of homemakers as workers.

Materials Needed

Copies of "Quiz: Homemaking as a Career" and "Answers to Quiz" (quiz and answers follow); chalkboard and chalk; paper and pencils.

Instructions for Conducting the Activity

Prepare some introductory remarks about exploring homemaking as a career by telling the class that you want to look at the career (stress the word career)

of homemaking. Ask students to give you a definition of homemaker, to list the adjectives they associate with the tasks of a homemaker, and to state the reasons they think homemaking is or is not, or should or should not be, considered a career. Make a list of the students' responses on the chalkboard.

Next, hand out copies of "Quiz: Homemaking as a Career" and ask students to spend about ten minutes taking the quiz, answering the questions to the best of their abilities. Explain that they are not necessarily expected to know the correct answers to the questions.

When students have finished the quiz, hand out the answer sheets (or read from your copy). Then discuss with the students the answer to each question, entertaining discussion comments from the class. The following questions are also suggested as discussion guides:

1. What is the occupational outlook for those wishing to pursue careers as full-time homemakers?

2. How demanding is homemaking in terms of hours worked in comparison with some other jobs (list and describe)?

3. How much financial security does homemaking offer? Upon what does the financial status of a homemaker seem to depend?

4. Do <u>you</u> think homemaking and wage earning are equally valuable and dignified careers? Why or why not?

5. Does it seem to you that society accords the homemaker's job the same value and dignity it accords the wage earner's job? Why or why not?

6. Have your ideas about the value of work in the home changed because of doing this activity? If so, how have they changed?

Finally, close this activity by asking students to complete one or more of the following sentences. Have students write out their responses individually.

1. Before doing this activity, I thought homemaking was _____

   _____

   _____ work.

2. While I was doing this activity, I learned about, or changed my opinion about, the importance of the following kinds of tasks done in the home:

   _____

   _____

3. Some unfair, untrue, and/or stereotyped ideas about homemaking include:

_____

_____

Outcome Objectives

Short-term behavioral objective:

- Utilizing the information given on the answer sheet, students will be able to define and describe, to the satisfaction of the instructor, their conclusions regarding the career of homemaking in terms of (a) occupational outlook, (b) time and energy demands, (c) financial security, and (d) the social value and status accorded homemakers.

Long-term attitudinal objective:

- Students will have a positive attitude toward the role of homemaker and the social and legal efforts under way to upgrade the homemaker's status.

Suggestions for Follow-Up/Variations

1. The Center for Women Policy Studies has commissioned an authority in each state to write a paper on the law of that state from the view of the homemaker. These papers are published in booklet form, each titled The Legal Status of Homemakers in [name of state]. If your students are interested, you could obtain copies of the booklet for your state and examine the specific laws in your state as they pertain to homemakers. These booklets contain recommendations for changing the homemaker's status. To obtain the booklet, write or call:

   The Center for Women Policy Studies
   2000 P Street, N.W.
   Washington, DC 20036
   Telephone: (202) 872-1770

2. Future Homemakers of America has designed a campaign to abolish stereotypes about, and upgrade the image of, the homemaker. The campaign is built around the theme "Everyone Is a Homemaker" and features burly "Crusher Lizowski" as a homemaker wearing an apron. For more information about homemaking as a career, write:

   Future Homemakers of America
   2010 Massachusetts Avenue, N.W.
   Washington, DC 20036

QUIZ:

HOMEMAKING AS A CAREER

1. Approximately what percent of American families are made up of a husband who is the sole provider, a wife who is a full-time homemaker, and their children?

   (a) 16 percent (b) 27 percent (c) 49 percent

2. How many years can the average married woman expect to work outside the home?

   (a) 8 years (b) 12 years (c) 27 years

3. What percentage of females now graduating from high school will be full-time, lifelong homemakers?

   (a) 10 percent (b) 25 percent (c) 50 percent

4. What percent of American women are (as a group) single, widowed, divorced, or separated from their husbands?

   (a) 10 percent (b) 30 percent (c) 40 percent

5. About how many hours does the average homemaker work each week?

   (a) 33 hours (b) 47 hours (c) 63 hours

6. About how many hours does the average homemaker work each week after reaching age 55--that is, approaching or at retirement age?

   (a) 30 hours (b) 35 hours (c) 40 hours

7. Advances in technology have changed the homemaker's job. Does the homemaker of today, in comparison with the homemaker's grandmother, spend the same amount of time, more time, or less time at household tasks?

   (a) Same amount of time (b) More time (c) Less time

8. In general, homemakers married to financially successful spouses spend less time at household tasks than other homemakers do--true or false?

   (a) True (b) False

9. In what percentage of divorces in the United States is spousal support (alimony) awarded?

   (a) 74 percent (b) 45 percent (c) 14 percent

10. In how many states is a homemaker legally entitled to a portion of the spouse's income and property for food, clothing, housing, etc.?

(a) In all states (b) In no state (c) In most states

11. How many states have laws saying that the spouse who earns the salary is the one who owns the property acquired in a marriage?

(a) 15 states (b) 23 states (c) 42 states

12. In most states, the widowed wife of a farmer may lose the family farm because she must pay inheritance taxes, while a widowed husband in that situation is not required to pay such taxes--true or false?

(a) True (b) False

13. In what percentage of divorces in the United States is child support awarded?

(a) 85 percent (b) 79 percent (c) 44 percent

14. If the average homemaker with two children, aged one year and five years, were to be paid for all household work, what would the homemaker's approximate annual salary be?

(a) $5,000 (b) $7,000 (c) $13,000

15. Under the provisions of Social Security, the full-time homemaker is insured as:

(a) An individual who makes an economic contribution to the marriage

(b) A dependent of an insured wage earner

16. A homemaker who divorces before the marriage is of ten years' duration will receive no credit toward Social Security benefits--true or false?

(a) True (b) False

17. Under private pension plans, a full-time homemaker has the legal right to share the wage earner's pension--true or false?

(a) True (b) False

ANSWERS TO QUIZ:

HOMEMAKING AS A CAREER

1. (a) Only 15.9 percent of all American families fall into this category (Bureau of Labor Statistics, 1978).

2. (c) The average married woman has a working life expectancy of 27 years (Bureau of Labor Statistics, 1978).

3. (a) Nine out of ten women will work outside the home at some time in their lives and thus only 10 percent will be full-time homemakers (Bureau of Labor Statistics, 1975).

4. (c) In 1975, four out of ten women (40 percent) did not have a husband present in the home (Bureau of Labor Statistics, 1975).

5. (c) The average homemaker works 63 hours a week, according to "The Dollar Value of Household Work," a study carried out at the New York State College of Human Ecology (Cornell University).

6. (c) After age 55, the average homemaker works 40 hours a week ("The Dollar Value of Household Work").

7. (b) Although technology has changed the way household tasks are done and has somewhat lessened the physical effort involved, the average homemaker today spends more time at household chores than the homemaker's grandmother did.

8. (a) Except among extremely wealthy people, the homemaker who is married to a financially successful spouse spends more time on household tasks than other homemakers do. One reason for this is that the wage-earning spouse allots so much time to career advancement that more of the household tasks fall upon the homemaker. Other reasons include more business-related entertaining, larger houses, and higher expectations and standards for such things as cleanliness, cooking, and child rearing.

9. (c) Alimony is awarded in only about 14 percent of all divorces in the United States. Regular alimony payments, however, are actually made in less than half these cases.

10. (b) In no state will the courts intervene in an ongoing marriage to enforce a homemaker's right to financial support. Thus, in effect, a homemaker has no legal right to support other than what the spouse chooses to provide. The only way to force a spouse to provide sufficient resources for the family's survival--even at only subsistence level--is for the homemaker (a) to file for divorce or (b) to charge the spouse with a crime.

11. (c) The homemaker, having no earnings, has no ownership of the property acquired--so the law maintains in 42 states.

12. (a) The farm is assumed to belong to the husband. This is true even if the husband has long been disabled and the wife has run the farm.

13. (c) Child support is awarded in 44 percent of all divorces in the United States. It is paid regularly, however, less than half the time.

14. (c) The annual salary of the average homemaker would be about $13,000. This figure is based on a conservative estimate of the dollar value of services rendered, such as cooking, cleaning, and child care.

15. (b) Social Security insures only wage earners. The economic contribution of the homemaker is not recognized. A homemaker is insured only as a dependent or survivor.

16. (a) Whereas a homemaker whose spouse is covered by Social Security is entitled under certain conditions to benefits when the spouse retires, dies, or becomes disabled, a homemaker who divorces before the marriage is of ten years' duration loses all eligibility for such benefits.

17. (b) A homemaker has no automatic or legal right to share the wage earner's pension plan or other kinds of insurance plans. With private pension plans, a wage earner must sign a special agreement in order for a spouse to receive a pension when the wage earner dies. The wage earner may legally remove all dependents from a pension plan and from other kinds of insurance plans without notifying the dependents of that action.